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ABSTRACT

This monograph, summarizing the ideas of participants attending a two-day mini-conference, was developed to help educators to appreciate and recognize the valuable contributions that 4-H has made to career education and its potential for greater involvement in career education. The content is divided into four topic areas. First, the nature and purposes of 4-H are discussed, including examples of 4-H curricular efforts. The strength of 4-H is covered next. Third, current 4-H involvement in and commitment to career education are discussed, followed by a discussion of national, state, and local 4-H activities. Four-H and the future of career education is discussed last and includes participant suggestions for increasing the 4-H career education involvement. (EM)

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# MONOGRAPHS ON CAREER EDUCATION

# 4-H AND CAREER EDUCATION

by
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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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## Preface

During the period covering November, 1977, through May, 1978, OE's Office of Career Education sponsored, through a contract with Inter-America Research Associates a series of mini-conferences devoted to the general topic of The Concept of Collaboration in Career Education. This monograph is one in a series of OCE monographs aimed at providing a narrative summary of ideas and thoughts gathered from particular community segments represented in this series of mini-conferences.

Participants in each mini-conference associated with a particular segment of the broader community were selected for OCE and Inter-America Research Associates by the organization itself. Lists of all participants whose thoughts are summarized in this monograph are presented as Appendix A of this monograph. It is important to recognize that, while participants are properly thought of as *representatives* from the particular community segment involved, they are, in no way, to be thought of as *representing* that community segment. That is, each participant was encouraged to speak only for herself/himself. No formal organizational or institutional commitment was sought nor should be inferred from the contents of this monograph.

In general, each mini-conference involved from 10-15 participants. Each lasted two days with the discussion sessions chaired by the Director, Office of Career Education, USOE. Participants in each mini-conference developed their own agenda through a process that asked them to list topics or issues they thought pertinent to discuss. Once such a list was developed, participants then picked those that appealed most to a majority of the participants for extended discussion. The list of issues and questions, themselves, provide a series of interesting insights into concerns of participants regarding their organizations and career education. A complete listing of the issues and concerns raised by participants in the mini-conference reported in this monograph appears as Appendix B. Readers are urged to study this list carefully.

Notes for each mini-conference were taken personally by the Director, Office of Career Education. Based on such notes, the series of monographs of which this is one has been prepared. The complete notes for each mini-conference have been compiled by Inter-America Research Associates and published as a separate document. Limited copies of this document are available, so long as the supply lasts, to those requesting them from OE's Office of Career Education.

No pretense is made that this monograph represents a comprehensive treatment of the topic. There is no way that, in only two days of discussion, a comprehensive coverage could have been accomplished by the small group of participants involved. This monograph is properly viewed as an attempt to report, as fully as possible, the discussions that took place. By and large, the

contents of this monograph are limited to ideas and thoughts of the participants. At times, some of my own personal thoughts and opinions are interwoven into the discussion, but the natural temptation to do so has been resisted insofar as possible.

Primary expressions of thanks for this monograph must go to the participants themselves who donated two full days of their time, without an honorarium, to sharing their thoughts with me and, through this monograph, with you. In addition, special thanks and recognition must be expressed to Dr. William Mermis, Professor, Southern Illinois University-Edwardsville, who served as Consultant to Inter-America Research Associates and assisted me in the conduct of these mini-conferences. Finally, thanks are also due Dr. Brady Fletcher and Ms. Odie Esparza of Inter-America Research Associates for their expert logistical assistance.

Kenneth B. Hoyt, Director
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4-H is a giant in midget's clothing among existing community resources for career education. Because of its very nature in providing "hands on" learning experiences for youth, 4-H has always been involved in career education on a non-formal basis. However, in terms of its potential for formal involvement in career education, 4-H has to date, barely begun to move. Yet, because of its tremendous potential for positive influence in career education, its results have already been striking and dramatic in many parts of the Nation. If 4-H ever develops its full potential for the effective delivery of career education, there is no existing community agency that could match its strength or its contributions.

Those of us associated with the formal education system should recognize 4-H as a valuable community resource which can help in-school youth bridge the gap between the classroom and the real world. It also provides a valuable educational experience for out-of-school youth. Over the years, 4-H has demonstrated, in a most convincing fashion, its ability and readiness to change in ways that provide maximum benefits and opportunities to American youth. If they see career education as a direction in which they should move more actively, they will decide to do so. As members of the formal education system, we have a responsibility to understand the nature of 4-H, to appreciate and recognize the valuable contributions it has already made to career education, and to recognize its potential for much greater involvement in career education. This monograph is aimed at helping this happen.

To accomplish this goal, four basic topics must be discussed: (a) the nature and purpose of 4-H; (b) the strength of 4-H; (c) current 4-H involvement in and commitment to career education; and (d) 4-H and the future of career education.

**Nature and Purposes of 4-H**

4-H is the youth education program of the Cooperative Extension Service, which is conducted jointly by Science and Education Administration-Extension, of the U.S. Department of Agriculture, the State, the State Land Grant Universities, and State and county government. While early beginnings of the 4-H movement were evident in the 1890s, it came into formal being with passage of the Smith-Lever Act of 1914 which established the Cooperative Extension Service. Today, 4-H members total more than 5,400,000 youth with approximately 4,675,000 of these youth being between the ages of 9 and 14 while the remainder (about 732,000) are between ages 15 to 19. USOE statistics for Fall, 1976, showed approximately 30 million youth enrolled in Grades K-8 of the public schools and about 14.3 million enrolled Grades 9-12. Thus, while these figures are not directly comparable, very rough estimates would indicate that 4-H members constitute approximately 15.5 percent of the K-8 public school population and about 5 percent of the secondary school population. For the grade levels involved, these estimates are obviously low for

elementary school age youth and high for secondary school age youth. However rough, these comparisons make it clear that: (a) 4-H has its greatest impact at the elementary/junior high school levels of American Education; and (b) 4-H is the largest single youth organization in existence in the Nation.

4-H activities and operations can be clearly understood only if viewed within the context of the concept of "extension" services. This concept is one that recognizes the need to take new knowledge generated from research and to extend its applications to the general public. Its emphasis has always been relatively more on helping people use knowledge than on simply helping them acquire it. The practical application of new knowledge to improve the quality of life for American citizens has always been the central thrust of the Extension Service. In establishing the Extension Service, the Congress was, in no way, attempting to create a dual education system nor a competitor to the public school system. Rather, it was simply recognizing that: (a) the rate at which new knowledge is being accumulated exceeds, by a wide margin, the rate at which it can be reflected in the curricula of the formal education system; and (b) the general public has a need for and a right to know about practical applications of such new knowledge as soon as possible after it is generated. It is within this general concept of "extension services" that the 4-H Program effort exists.

The 4-H effort is best thought of as a non-formal education system operating outside the framework of formal education and having the practical application of knowledge, rather than simply the acquisition of knowledge, as its primary goal. The importance of the words "practical application" cannot be overemphasized if one is to fully understand the 4-H operations. The primary operational emphasis in 4-H activities is on *doing*, through educational projects and activities. In public school operations, we often use the phrase "doing to learn" in describing experiential education. In 4-H, the phrase used in "learning by doing." This is not simply a small semantic distinction. Rather, it represents a basic philosophical difference in the organization and implementation of this major educational effort. Youth engaged in 4-H work are motivated primarily by their desire to *do* – to *achieve* – to accomplish something. The learning occurs as youth strive toward the actual completion of a task or project. Evaluation of 4-H efforts is based on performance which reflects the acquisition of knowledge and the ability to apply that knowledge. This emphasis is entirely consistent with the concept of "extension services" as envisioned in the several Federal laws under which 4-H operates.

This, in no way, is intended to convey the impression that the 4-H effort operates without a curriculum. On the contrary, it has a very carefully developed curriculum development emphasis at the National, State, and local levels. The 4-H curriculum, however, because of its dedication to helping youth learn to do what youth themselves say they have a need and/or desire to do, is a constantly changing one. There is no way one can expect to find *the*

curriculum for 4-H - it changes from year to year and its changes from locality to locality depending on the expressed needs and interests of those youth it serves. Program Advisory Boards charged with responsibility for curriculum development exist in every State. In formulating curricula, these Boards look first at expressed youth needs. Second, they consider the extent to which those needs are being met by other kinds of educational efforts (in order that they can keep their emphasis on supplementing, rather than duplicating, such efforts). Third, they consider the qualifications of 4-H program leaders and volunteers available to meet these expressed needs. Finally, they consider the cognitive content that must be conveyed in order to meet the expressed needs. Sometimes, the 4-H curricula, once developed, are operated completely independent of the public schools. At other times, they are shared with public school educators and, at still other times, public school educators have, when appropriate, adapted 4-H curricula for their own use.

Several examples of 4-H curricular efforts may help illustrate the general principles outlined above.

**Example 1**: Public schools teach "driver education". 4-H teaches "Wheels" - a program designed to help youth take care of their cars and of themselves in case of an accident. *It is complementary.*

**Example 2**: 4-H initiated a program in "fire safety". When the public schools later established such a program, 4-H curriculum materials were given to public school officials. The 4-H "fire safety" program, however, continued to be taught at the fire station *where the emphasis was on doing.*

**Example 3**: 4-H developed a program in "bicycle safety." Once developed, this curriculum was given to public schools as well as to other community groups. *4-H regards public schools as one of several kinds of community groups with whom their curriculum materials may be shared.*

**Example 4**: A local 4-H leader, in response to expressed student need, developed a curriculum on "raising catfish." It was successful because experts were available to help. *4-H depends on experts for knowledge.* Another example of this principle was use of a 4-H leader with training in drama who used his drama skills to help pre-delinquent inner city youth develop self-expression and self-understanding through drama.

In summary, perhaps the best way to think about the 4-H curriculum is to regard it as a "nonformal" one. Certainly, it would be incorrect to think of it as "informal" because it is far from that. It is designed to supplement and to complement the curriculum of the formal education system but, in no way, to serve as an alternative curriculum nor as a substitute for what youth learn through the formal education system.

The 4-H effort reaches youth through a variety of ways. The most popular, involving more than two million youth annually, is the 4-H Club. Such clubs are organized at the community and/or local neighborhood level with numbers of youth in each Club ranging from about 5 to more than 100. These Clubs enroll both boys and girls. Projects vary greatly from Club to Club depending on the needs and interests of members and the 4-H resources that are available to meet these needs. A total of 97,406 4-H Clubs were in operation during 1977. In many States, these clubs are organized on a "project" basis with a different project being selected each year. Such projects are always aimed at *doing* or accomplishing something. Typically, each 4-H Club Member is engaged in an individual project activity but may also be engaged in some projects jointly with others.

To further motivate 4-H members and encourage quality performance, the 4-H clubs use an awards system that emphasizes, to the greatest possible extent, the concept of successful achievement for 4-H members. The awards given by 4-H for 1st place through 5th place are, in a sense, to 4-H what grades are to the formal education system. There is, however, one very important difference; namely, there is no 4-H ribbon representing "failure"! If, as often happens, there are only 5 youth involved in a particular Club activity, there can still be five ribbons for their individual projects and the person receiving a ribbon for 5th place can wear his/her ribbon with pride. The 4-H leadership is well aware of some of the potential dangers, as well as the positive advantages, associated with this kind of reward system and are bringing it increasingly under good control.

The second organizational arrangement is called the 4-H Special Interest Group. During 1977, about 1.9 million 4-H youth were enrolled in a total of more than 41,000 Special Interest Groups. This is typically a short-term, intensive effort devoted to a particular area such as, for example, bicycle safety, first aid, or fire fighting. These 4-H Special Interest Groups are available to youth who are not regular 4-H members as well as to those who are.

A third major kind of 4-H effort is television teaching. Several States have developed 4-H TV series on a wide variety of topics. Many of these are programmed through school systems. For example, more than 6 million youth have enrolled in "Mulligan Stew", the 4-H nutrition television programs since they were developed in the early 1970's.

Fourth, a very major 4-H effort is seen in the 4-H Expanded Food and Nutrition Education Program (EFNEP). Concentrating on the principles of nutrition, diet, uses of food, and personal development, this effort reaches about 800,000 youth each year, many of whom reside in disadvantaged areas of our urban settings.

Finally, a variety of special activities – including such things as tours, achievement programs, camps, State conferences, project training meetings, and career exploration projects is part of the total 4-H effort. Two national events are held for 4-H members each year including the National 4-H Congress and the National 4-H Leadership Conference.

As with other Federal efforts, 4-H activities are open to all youth between the ages of 9 to 19 regardless of race, creed, color, sex, or national origin. Currently, about 55 percent are girls and 45 percent are boys. The two primary bases on which 4-H sponsored events appeal to youth are: (a) the activities represent a direct response to expressed interests and/or needs of participating youth; and (b) the 4-H approach is one that encourages self-expression and provides for some level of successful achievement for all participants. The generic kinds of benefits youth gain from 4-H participation include: (a) experiencing a feeling of worthwhileness through being able to do something successfully; (b) acquiring good work habits; (c) acquiring a personal desire to work and an appreciation for the societal rewards provided by work; (d) acquiring a sense of social responsibility; (e) discovering their own interests and special aptitudes; and (f) learning how to handle competition in a healthy way. A great many of the 4-H youth projects, because they result in production of a product or service that is sold also teach basic economic understandings and entrepreneurship skills. The relationships between the acquisition of such skills and the goals of career education should be immediately apparent to all educators reading this monograph.

**The Strength of 4-H**

4-H is currently the largest youth organization in the United States. It is interesting to note that 4-H has continued to show growth at a time when membership in some other national youth organizations has declined. The major objective of 4-H is to provide education and practical experiences that help youth, wherever they live, become self-directing, productive, and contributing members of society.

Appropriations from Federal, State and local governments finance the 4-H youth program along with the private sector. The latter includes support from individuals, corporations, organizations and foundations, for the most part through the National 4-H Council, State, and county 4-H foundations. The continued interest and support of the private sector is evidence that 4-H is a highly regarded and valuable educational program for the youth of America. 4-H programs are operated through a unique partnership of government (Federal-State-local), State land-grant universities, volunteer leaders, and the private sector. Parent cooperation and participation are also important factors in the success of 4-H.

At the Federal level, the Science and Education Administration–Extension, of the U.S. Department of Agriculture employs a professional staff which provides national leadership for 4-H – youth programs, and the Cooperative Extension Service in each State has a professional 4-H – youth staff giving State leadership to 4-H. Most of these States 4-H staffs are faculty members and housed at the State land-grant university.

At the local level, 4-H programs are carried out by volunteer leaders under the guidance, supervision and training of county Extension professionals and paraprofessionals representing the land-grant university system. The number of county professional staff members assigned to 4-H – youth programs varies, depending on the size of the county and resources available. In some of the less populated, rural counties, county agricultural and home economics agents devote a portion of their time to 4-H. In many counties, there are county 4-H - youth agents who devote all of their time to 4-H. In some counties, particularly those with large metropolitan areas, there may be several full-time 4-H – youth agents, including urban 4-H agents working in specific cities. These Extension agents are considered to be faculty members of the State land-grant universities. When the personnel employed in 4-H work at the local, county, State, and Federal levels are added together, they total approximately 6,000 professional staff members plus clerical/support staff.

One of the important strengths of the 4-H program is its tie to the State land-grant university system which provides rich resources for the variety of kinds of specialized knowledge and expertise needed to make 4-H efforts successful. In addition to supplying, for example, the kinds of specialized knowledge required to help a local 4-H Club engage in a project dealing with horses, professional staff members from land-grant universities have provided much of the conceptual and research leadership for 4-H efforts. A significant part of the specific career education efforts associated with 4-H have come from leadership efforts of professional staff persons employed in these land grant universities. The strength of the land grant university must not be underestimated in viewing the total strength of the 4-H movement for it is a significant part of that strength.

The National 4-H Council is a nonprofit organization developed by Extension to provide support to the 4-H program. The Council has a large headquarters operation located in Chevy Chase, Maryland, which serves as a training center for Extension staff, volunteer 4-H leaders, and 4-H members. The Center, which can house, feed, and train up to 600 persons at a time, is also used by other educational organizations. National 4-H Council provides staff development training along with national programs in citizenship, leadership, and international understanding for both youth and adults. National 4-H Council also has a Chicago office which operates the awards/incentives/recognition

program for 4-H members and brings them into contact with the business/industry community. More than two thousand corporations and individuals contribute annually through National 4-H Council.

In addition to this national effort that results in contributions and other forms of support from private segments of business and industry, many State and local 4-H foundations have also been established which provide an opportunity for the private sector to become active in 4-H programs at the local level. The 4-H program has a great appeal to private industry at all levels because it produces the kinds of youth industry is seeking – i.e., youth who know what work is, who have good work habits, who have some work experience, some economic understanding, and a real desire to be productive. At the local level, the concept of a local 4-H Foundation supported by private business and industry, seems to appeal, in part, based on the fact that 4-H demands no "canned" programs. Instead, they operate on a philosophy of "If it works, use it and, if it doesn't, throw it out." That philosophy is one the private sector recognizes and appreciates.

Unquestionably, one of the greatest strengths of 4-H lies in its tremendous resource of community volunteers – adults and teen-agers alike – who devote a part of their time to the 4-H effort. During 1977, a total of 572,034 4-H volunteer leaders – including 374,082 4-H adult leaders – were engaged in 4-H work. Participants in this seminar reported that the average adult volunteer in 4-H devotes approximately 200 hours per year to this volunteer effort. This obviously means that, *in 1977 alone, more than 60 million hours of adult community volunteer time was donated to 4-H leadership efforts.* No other youth organization in the USA can match this degree of adult volunteer support for its efforts.

In summary, the strength of the 4-H effort can be seen to lie in a combination of the following factors: (a) A program of activities so appealing to youth as to make it the largest single youth organization in the Nation; (b) A program having substantial Federal dollars appropriated by the Congress supplemented with dollar support from State, county, and local government; (c) A program having its own source of foundation support from private business/industry organizations; (d) a program having behind it the complete network of State and grant universities across the Nation; (e) A program having 6,000 full-time professional employees; and (f) A program having the largest amount of adult community volunteer effort of any youth organization in the Nation. It is a very powerful force indeed.

**The National 4-H Effort In Career Education**

The USOE "mini-conference" on which this monograph was based did not represent the first time the topic of career education has been considered by 4-H leaders. On the contrary, the topic has been of interest and concern to the

4-H leadership since its beginning. Here, national 4-H efforts directly related to career education will be discussed as these were reported by seminar participants. Following this, a separate section of this monograph will be devoted to examples of specific career education efforts undertaken at the State and local levels.

The National 4-H effort in career education is clearly evident in several places. First, 4-H has published, through its Extension Committee on Organization and Policy, a basic document entitled *4-H IN CENTURY III.* This document represents an attempt to set broad priorities for the 4-H effort during the next 10 years. One part of this document lists the objectives of 4-H as being to:

1. Develop inquiring minds, an eagerness to learn and the ability to apply science and technology
2. Learn practical skills, develop competencies and acquire knowledge
3. Strengthen abilities to make intelligent decisions, solve problems and manage their own affairs in a fast-changing world
4. Acquire positive attitudes toward self and a feeling of self-worth
5. Develop their potential by seeking and acquiring educational and vocational experience
6. Improve skills in communication and self-expression
7. Develop effective interpersonal relationships with adults and other youth
8. Maintain optimum physical and mental health
9. Develop concern for involvement in community and public affairs
10. Increase leadership capabilities
11. Develop socially acceptable behavior, personal standards and values for living
12. Develop abilities to perform as productive, contributing citizens
13. Use time wisely in attaining a balance in life (work, leisure, family, community, and self).

Seminar members observed that, in their opinion, this list of objectives demonstrates in the clearest possible fashion that 4-H *is* a career education effort. Certainly, few educators interested in career education would argue the point that a very high degree of similarity exists between this list of objectives and the objectives of career education. It was also pointed out that an increased emphasis on career education is one among several directional goals for the 4-H movement.

The rationale for an increased emphasis in career education through 4-H is found in the *4-H IN CENTURY III* publication when one examines the "Program Components and Opportunities For Constructive Action In 4-H"

section of that document. There, the following eight major program components are emphasized as needed to solve the crucial issues facing Americans in the third century including:

1. Economics, Jobs and Careers
2. Animal, Plant and Soil Sciences
3. Environment and Natural Resources
4. Home and Family Resources
5. Health and Safety
6. Leadership, Citizenship Education, and Community Development
7. Creative and Performing Arts, Leisure Education, and Communications
8. Mechanical Sciences and Energy.

To some seminar participants, only the first of the above program components concerned itself with career education. To other seminar participants, each of the eight held multiple implications for 4-H career education efforts. A recent 4-H publication substantiates both viewpoints. Prepared by the 4-H Program Development Committee on Economics, Jobs and Careers, with the help and assistance of Montgomery Ward and Company, it is entitled "A 4-H Career Education Program Involving 4-H Donors." This publication, designed for use as a guide for extension staff, volunteer 4-H leaders, and 4-H donors speaks specifically to the topic of career education. In addition to providing a brief description of the nature and goals of career education, it suggests several kinds of activities in which 4-H volunteers may join forces with 4-H donors from private business and industry in conducting career education activities including: (a) organizing and conducting career education orientation seminars for 4-H members at the business/industrial site location; (b) providing 1:1 contacts between persons employed in various occupations and 4-H members interested in that occupation; (c) organizing and conducting career related field trips for 4-H members; and (d) organizing and conducting seminars designed to help 4-H members understand the economic system, career opportunities in that system, and relationships to students current career interests. This program, it is suggested, can be altered to fit any age group, but is, in its present form, best suited for use with 4-H members, ages 12-17.

Further indications that career education is emphasized in the 4-H effort, can be seen by examining the 4-H "Project Enrollment" statistics for 1977 which are summarized here:

| Project Category | 1977 4-H Member Enrollment |
|---|---|
| Animals and Poultry | 1,401,520 |
| Plants and Soils | 669,519 |
| Energy, Machines and Equipment | 1,004,036 |
| Ecology, Natural Resources | 778,005 |
| Economics, Jobs and Careers | 143,780 |
| Community Development, Service, Government | 783,750 |

| Project Category | 1977 4-H Member Enrollment |
|---|---|
| Leisure Education and Cultural Arts | 947,508 |
| Cultural Understanding and Exchanges | 89,604 |
| Health, Personal Development, Relationships | 626,471 |
| Individual and Family Resources | 649,432 |
| Communications Arts and Sciences | 395,040 |
| Introductory, General, Miscellaneous | 284,508 |

If this "project category" basis is used for assessing the relative interest and involvement in career education, one might conclude that only the 143,780 4-H members involved in "Economics, Jobs and Careers" were included. However, a closer review of the project categories reveals that all are career oriented and that, in fact, each member received at least some "hands on" career exposure.

Further indications of the increased emphasis on career education in 4-H can be seen by the fact that there is now one SEA-Extension, USDA, 4-H Specialist providing leadership to the national effort. Also, a Career Education Specialist is employed at the National 4-H Council in a support role. In addition, at the State level, one professional person in each State has been assigned "career education" as one of his/her responsibilities. Such State personnel were reported by seminar participants as devoting approximately 10 percent of their time and energies specifically to career education at the present time.

There is, thus, a philosophical debate still waging within the 4-H leadership itself regarding whether the topic of "career education" is to be regarded as an "add-on" topic to the many others embraced by 4-H or whether "career education" should be considered a topic to be infused into all existing 4-H program operations. However, all agree that 4-H helps prepare youth for the world of work in many ways, even if it is not called career education. A commitment to career education, at all levels, is clearly present.

**State and Local 4-H Activities In Career Education**

In addition to this National 4-H thrust in career education, there are many illustrations of career education actions taken at the State and local levels. Even the few examples given by these seminar participants and reported here will serve to illustrate this point.

Participants seemed to be in general agreement that there are elements of career education to be found in almost any local 4-H Club operation. For example, they stressed that *all* 4-H clubs have guidance, skill development, and employability components built into them. For example, all have an emphasis on developing good work habits and a personally meaningful set of work values which are obviously important general employability skills. Some participants emphasized the fact that, while to be sure, these represent goals of the 4-H Club

leader, they are of secondary importance to the 4-H member who is obviously primarily interested in the 4-H activities themselves. In some States – Illinois, for example – the State 4-H office provides forms for use by students to record what she/he has learned from the 4-H Club activities and includes, as one part of that form, questions regarding the extent to which the participant has learned something regarding the career implications of the activity. Clearly, this is *infusing* career education concepts into the 4-H Club activities. This Illinois example is *not* one that educators can expect to find replicated in their local community. In the long run, whether or not career education concepts will be infused into the local 4-H club activities is dependent on the local 4-H youth agent. That local agent will, in turn, be influenced by State 4-H leadership staff. Thus, it seems safe to say that while infusion of career education concepts into local 4-H club activities is obviously possible, it has not, to date, become a common practice across the Nation.

Some local 4-H club activities have been very directly tied to career education. For example, in New Mexico through community leadership, with 4-H support, a nonprofit corporation named STUDENTS INCORPORATED was formed. The 4-H members and other youth involved were trained to perform tasks such as lawn care, baby sitting, window replacement, etc. Incorporated in 1969, this business firm, in 1977, put 800 4-H and other youth to work who, through their combined efforts, earned $109,000. The youth developed work records, received job skill training, developed sound work habits and attitudes, and earned their own money.

It has been through the efforts of 4-H leaders and professional staff persons employed in various land grant universities where some of the most dramatic and impressive examples of 4-H as "career education in action" can be found.

One excellent example can be seen in a publication of the Cooperative Extension Service, University of Illinois at Urban-Champaign entitled "4-H CAREER EDUCATION: A GUIDE FOR ILLINOIS EXTENSION LEADERS. This publication is filled with specific suggestions and a wide variety of possible career education activities that local 4-H club leaders could use. In addition to such suggestions, it also includes several examples of ways in which local 4-H clubs have been involved in career education including: (a) inviting 7th-grade *non-4-H'ers* and their parents to a dinner meeting to learn about careers in agriculture; (b) preparing 5 minute videotapes on various career opportunities and donating them to the counseling center at a local community college; (c) Providing local 4-H Club leaders with materials and encouragement to participate in career days sponsored by school systems; and (d) Providing opportunities, during State 4-H meetings and events, for 4-H members to explore careers associated with various kinds of majors at the universities where such meetings are held. The suggested activities and games themselves are of high quality and would be of value to many educators seeking to infuse career concepts into the elementary school classroom.

The University of Missouri Extension Center, through its 4-H leadership staff, has produced and distributed to local 4-H clubs in Missouri a number of career education materials for use by local 4-H Club leaders. Two of these are entitled: (a) A GUIDE FOR LOCATING, OBTAINING AND KEEPING A JOB; and (b) CAREER DISCUSSION WORKBOOK. In keeping with the 4-H format, both are filled with suggested activities – things to *do* – for 4-H club members. THE CAREER DISCUSSION WORKBOOK is accompanied by an extensive Leader's Guide for use by 4-H Club leaders. Both of these appear to be very high quality productions. Certainly both are directly concerned about career education.

The Cooperative Extension Service in New York State initiated a truly innovative collaborative effort jointly with the New York State Department of Labor and Cornell University's Department of Rural Sociology entitled THE NEW YORK OPERATION HITCHHIKE FUNCTIONAL MODEL. The basic idea behind this model was to design and provide comprehensive manpower services to persons residing in rural settings. An integral part of this model was the "Community Career Education Component" in Schuyler County, New York which involved: (a) inservice education for teachers using the occupational society as a laboratory and training setting; (b) formation and operation of a Business/Industry/Education Articulation Committee acting to coordinate community resources for career education; (c) organizing and conducting small group counseling and guidance operations for 4-H members, high school students, CETA enrollees, and others; and (d) conducting family tours at the place of work in order to help youth develop an understanding and appreciation for job related tasks of family members. The 4-H leadership staff at Cornell University has been deeply involved in this collaborative effort. It is a model worthy of serious examination by others in Rural America.

The University of Wisconsin Extension Service has devised and put into operation a program aimed at helping Indian girls and women in career exploration career decisionmaking. Special curricula have been devised for girls with other special programs designed for adults. *One* of the settings in which such materials are proposed for use in the 4-H Club activities. This is an excellent example of a leadership career education effort on the part of Extension Service that covers a wide range of settings in which Extension Service staff persons are involved. Their suggestions for using these materials in 4-H Clubs with Indian girls are very good.

Through leadership activities of 4-H professional staff members at Michigan State University, several Michigan counties have established and are operating career education efforts through their local 4-H Clubs including: (a) an employability skills development program for 4-H members who are inner city youth in Detroit; (b) a career exploration program for 100 inner-city youth involved in 4-H in Saginaw; (c) a "Careers For Kids" program conducted by 4-H personnel in the public elementary schools of Ingham County, Michigan and reaching non-4-H members as well as 4-H members in these elementary

schools; (d) a career exploration program in the Bay County 4-H Service Club - an effort that may soon also involve the local Jaycees "Take-a-kid-to-work" program; and (e) "Career exploration overnight" programs in Marquette and Alger Counties for 4-H members. Michigan State 4-H leadership staff appear to have been more active in working collaboratively with formal education system career education efforts than have some other States. The total set of career education opportunities for Michigan youth has obviously been expanded because of the involvement of Michigan 4-H professional personnel in career education.

The Pennsylvania 4-H Careers Program has involved more than 110,000 Pennsylvania youth. The three major components of this effort are: (a) The "My Future is What I Make It" materials designed for use in 4-H clubs; (b) the 4-H "Creative Career Exploration Program" which contains many suggestions for 4-H Club leaders; and (c) support for and participation in the Pennsylvania Computerized Vocational Information System. This comprehensive program concentrates its major efforts at the junior and senior high school levels.

Through the 4-H and Youth Development staff of the Cooperative Extension Service at Oklahoma State University, the OKLAHOMA 4-H CAREER AND LIFE PLANNING PROGRAM has been organized and implemented both in local 4-H clubs and in some Oklahoma public schools. The program has been so well received that plans are being made to expand it to five districts in the State with a full-time career education coordinator in each of the five districts. As with Michigan, close working relationships have been established with career education efforts being carried on in the regular public school system.

The 4-H professional staff at the Texas A&M University have organized and implemented, in Texas elementary schools, the TEXAS 4-H CAREER AWARENESS PROJECT. This is a project involving the use of videotapes of workers (many of these made by 4-H members) which are then shown in regular elementary school classrooms by teachers who themselves have received inservice education in career education from materials developed by the State 4-H professional leadership staff. This is another excellent effort of how career education is being used, both as a topic for 4-H clubs to take on as an activity and as a way of helping 4-H personnel interact more effectively with educators from the formal education system.

An outstanding set of career education materials suitable for use with senior high school age students has been developed by professional 4-H staff members in the Cooperative Extension Service at Rutgers University. Beginning with a unit on values and decisionmaking, the series moves to separate units concerned with educational opportunities, with jobs, and with marriage. It concludes with a unit entitled "Managing On Your Own" that includes consideration of such topics as personal finances, housing, insurance, owning a car, and several others. Each of these units is accompanied by a 4-H Leader's

guide containing multiple suggestions for use by 4-H Club leaders in making these materials a part of a 4-H Club activity. As with several other sets of materials participants brought to the seminar, this one consists of exceptionally high quality career education materials along with a innovative set of activity suggestions for use with 4-H youth.

A specially designed 4-H youth program entitled ECONOMICS IN ACTION has been prepared for use by 4-H Club leaders by the professional 4-H staff at North Carolina State University. This is a complete program package including slide-tape presentation materials, suggestions for introducing and conducting various kinds of sessions, and suggestions for making field trips to the business/industry community a part of 4-H Club activities. As with most 4-H developed materials, it contains many activity suggestions and concentrates major attention on how youth can *use* economic understandings in their daily lives.

These are but selected examples of high quality career education materials brought to this seminar by participants. They are each excellent examples of: (a) the professional expertise of 4-H professional staff persons in the land-grant universities; (b) the 4-H commitment to implementing career education through local 4-H Club activities; and (c) ways in which 4-H personnel are working with and contributing to career education efforts of the formal Education system. While, to be sure, not nearly all of the materials described in this section are, at the present time, being shared with educators in formal Education, each is of sufficiently high quality so as to make it helpful if such sharing were to take place. An unusually large number of these 4-H leadership efforts *have* resulted in developing materials that are shared with the formal Education system.

Participants seemed to be in general agreement that to talk about sharing 4-H developed career education materials with educators in the formal Education system may be premature. First, they felt, it will be necessary to encourage other 4-H state leadership personnel to become more deeply involved in career education. Second, they felt 4-H developed career education materials must have a primary focus on their usefulness in local 4-H club activities. Thus, there exists a great need to interest and to educate 4-H youth specialists at the county level in career education and to encourage such persons to work with local 4-H volunteer leaders in inserting a career education emphasis into 4-H club activities. Only after this effort is well underway can the broader questions of how 4-H developed career education materials best be shared with the formal Education system be seriously considered as a basic 4-H policy question.

**Suggestions of Participants For Increasing the 4-H Career Education Involvement**

Participants in this seminar were chosen by the National 4-H leadership on the basis of their interest and current involvement in career education. The kinds of exciting and productive career education efforts described in the preceding section are examples of programs that can be seen today in 4-H operations at the State or local level in many parts of the Nation. However, seminar participants felt that these examples should be greatly expanded in the States and suggested ways for increased 4-H action in career education.

First, several participants felt that the 4-H movement, as part of the Extension Service, could play a valuable role in making career education a truly collaborative community effort – not simply an effort of the school system alone. They pointed out that 4-H has youth specialists now employed in almost every county in the Nation whose primary job is finding and coordinating a variety of kinds of community resources to better serve youth. Both the physical presence of such persons and their expertise in working with the broader community were viewed by participants as valuable potential for making career education a community effort. The philosophy of OE's Office of Career Education that contends the career education concept properly does belong to the entire community seemed to be well accepted by these participants. While they did not pretend that 4-H should be the only community based organization involved in this effort, they felt 4-H possesses valuable potential for this phase of career education's implementation.

Second, participants expressed a strong interest in and need for further development of career education expertise and leadership on the part of 4-H professional staff persons employed at the State level – and especially in the land grant universities. They recognized that it is impractical to think, at the present time, about establishing a pattern calling for one fulltime 4-H career education specialist in every State 4-H leadership operation. At the same time, they felt the current pattern of having only about 30 States so involved with such States currently allocating only about 10 percent of a professional staff person's time to career education could be improved. Several pointed out that the career education concept is one that could easily and properly be studied, adopted, and adapted by State 4-H specialists in a variety of disciplines. Development of career education expertise and leadership among professional staff members in Higher Education has barely begun in the United States. Participants felt that 4-H could take a significant leadership role in changing this. These seminar participants were clearly good examples of what could be accomplished.

Third, participants viewed the current close working relationships existing between 4-H and leading business/industrial organizations in the Nation as a natural opportunity for expanding and strengthening the career education

effort in both 4-H and in the Formal Education system. The interest expressed to date by such business/industrial leaders when 4-H persons have talked to them about career education was reported as being unusually high. Several saw career education as a vehicle for use in increasing still further the support of the business/industry community for the total 4-H effort. They were convinced that their long history of close association with leaders from business and industry was a valuable commodity for use in career education.

Fourth, several participants remarked on the fact that career education asks teachers in the formal Education system to: (a) emphasize the career implications of what they are teaching; (b) use a "success" approach that gives positive rewards for student accomplishments; (c) utilize the resources of the broader community to introduce variety and activity into the teaching/learning process; and (d) emphasize good work habits. Their point was this is essentially the basic pattern that, for years, has characterized much of 4-H Club work. Because 4-H leadership personnel have so much experience in the generic approach to helping youth learn, they felt it possible that they could serve as valuable resource persons in the inservice education of professional educators in career education.

Fifth, these participants seemed to be generally agreed that the current 4-H emphasis on "Economics, Jobs, and Careers" as one of several program elements in 4-H needs to be more strongly emphasized. They felt equally strong that this emphasis should be supplemented by an infusion of career education concepts into regular 4-H club activities for elementary school age youth. Several pointed out that the basic nature of 4-H work already includes infusion of many career education concepts and that it would be relatively easy to add still others -at least in the eyes of the 4-H club leader. They were hesitant to insert a purposeful consciousness of career education efforts on the part of 4-H youth because that might, for some youth, tend to harm the basic appeal of 4-H as something that is fun, exciting, and useful. Several seemed to feel that career education concepts can best be infused into regular 4-H club activities involving elementary school age youth as "by-products" rather than as special parts of the total program. They insisted that this could be done without, in any way, discouraging the special "Economics, Jobs and Careers" program component for junior and senior high school students.

**Concluding Remarks**

As I listened and learned from these participants, several thoughts regarding 4-H and career education have occurred to me. I would like to share these personal thoughts as a way of concluding this monograph.

I am tremendously impressed with the variety of kinds of programs and activities of 4-H and with the wide variety of youth that they serve. When one considers that more than 500,000 of today's 4 million plus 4-H youth live in

central cities of over 50,000 – and that only 21.6 percent of such youth live on farms – it is obvious that 4-H extends into communities of all sizes in all parts of the Nation. Similarly, when one views the long and varied lists of kinds of 4-H Club and Special Interest projects, it is obvious that they cover almost every aspect of American Society. 4-H certainly isn't now – if it ever was – simply a program for farm youth dealing with agriculture and home economics. There is no educator working in career education who cannot find potential for using 4-H to expand career education opportunities for youth.

The 4-H network that begins at the local community level and extends up through the land-grant universities and on into National leadership efforts is a tremendous one for use in implementing any kind of needed education change. There is no comparable network for use in career education within the formal Education system. The potential of 4-H for making career education a truly community-wide effort that extends far beyond the formal Education system is very great indeed.

I was surprised to find the obvious great interest and involvement of 4-H leadership personnel in the land-grant universities but, as I thought about it, I shouldn't have been. After all, those who have come from the field of Agriculture certainly have a longstanding commitment to the concept of work in American society. Further, they are rich in providing economic understanding to those they serve. Those who come from Home Economics hold tremendous potential for helping career education involve the home/family structure in the total career education effort. They hold similarly high potential for helping career education in its battle against sex stereotyping. Those who come from Science and Technology are in the mainstream of making business/industrial change happen. In all these ways, the land-grant university is an especially natural place to develop career education expertise and leadership in higher education. Professional 4-H staff persons in such institutions have the added advantage of being able to apply the career education concepts, methods, and materials at the local level. By being a part of the Extension Service, it seems to me the potential exists for making great strides in bringing a career education emphasis to the entire field of adult education – where it is sorely needed at the present time.

While I am absolutely convinced now that the greatest potential for delivering effective career education through the 4-H effort lies in an infusion, rather than in an "add-on" approach, I find myself worrying less and less about whether or not 4-H persons want to use the term "career education" in describing what they do. It is more important that they do it than that they admit it. It would be counterproductive, it seems to me, if 4-H were to suddenly embrace the "infusion" concept and, by doing so, drop their current "Economics, Jobs and Careers" programmatic emphasis. Unless the concept of infusion can be inserted over and beyond this current program emphasis, I would prefer it to simply happen without being emphasized.

This monograph began by describing 4-H as a "giant in midget's clothes" in career education. Certainly, 4-H *is* a "giant" among the needed and appropriate community resources needed to implement career education. It can have a "giant" influence on the entire future of career education. If the 4-H national leadership decides to move even more actively in this direction, the results will surely be positive. 4-H doesn't necessarily need career education, but career education surely does need the support and the involvement of 4-H. It is hoped that this monograph may make some contribution toward making this happen.

## APPENDIX A

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## APPENDIX B

1. How to identify needs in various communities for career education.
2. How to relate 4-H with school career education efforts.
3. How to relate job training and career interests with other kinds of youth interests that lead them to participate in 4-H projects.
4. How can 4-H contribute to teaching decisionmaking skills?
5. How can 4-H work better with other community groups such as CETA?
6. How to develop the *process* of relating in-school experiences with a variety of community groups to best help youth in career exploration.
7. How to look at all the programs going on in communities and see how they can be effectively *managed* and coordinated in the total community.
8. How to identify, catalogue, and communicate all the available community resources so that each youth can receive the maximum and best help.
9. How to mobilize community resources to help those community persons (including parents) who are influencing youth career decisions.
10. How can 4-H help mobilize the business/labor/industry community to work more effectively with school career education efforts?
11. How can a *sustaining* community career education effort be built without creating a "turf" problem?
12. How can 4-H help career education better involve parents in a total career education effort?
13. How can the 4-H base be expanded to have an even greater emphasis on career education?
14. How can 4-H play a leadership role in bringing community resources together for career education?
15. How can 4-H efforts be used to help young children start the decisionmaking process–especially high school youth–in ways that affect total lifestyle?
16. How to make every adult aware of the fact that they *are* influencing career choices made by youth.
17. How to include economics and free enterprise system in career education efforts.
18. How to identify and make use of various kinds of community volunteer efforts in career education.
19. How to overcome legal problems in gaining work experience–paid and unpaid–for youth.

20. What relationships exist between career education and community education?

21. How do you ensure that youth agents and volunteer agents, *at the community level,* actually DO carry out the 4-H national emphasis on careers?

22. How can 4-H help in career awareness efforts for 9-13 year old youth?

23. How can 4-H help meet needs of noncollege bound as well as college bound youth?

24. Where does career education fit into the value system of importance among the diverse 4-H emphases (e.g., citizenship ed., economic ed., environmental ed., health ed., etc.)?

25. How could funding for 4-H activities in career education be provided?

26. What would be an ideal career education model for 4-H?

27. How can we develop a career education effort for 4-H at the State level?

28. What types of career education materials should be developed for use in 4-H?

29. How can the 4-H system for recruiting volunteers be used to get more use of volunteers for the total community career education effort?

30. How can 4-H contribute to more effective career education efforts for rural youth?

31. How can 4-H establish better rapport with school systems?

32. How can a national "share and steal" effort for 4-H career education activities be initiated and implemented?

33. How can 4-H best participate in work experience?



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